

Facilitator's Guidebook

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Table Of Contents

Always Remember That	3
Am I Prepared To Facilitate?	4
When To Use Teams	4-5
Types Of Teams	5-6
Team Sponsors	7
When To Have Meetings	7-8
Content Versus Process	8
Types Of Meetings	8-9
Steps To A Better Meeting	9
Meeting Preparation Questionnaire	10-12
Seating Configurations	13
Equipment And Supplies	14
Facilitator's Flyaway Kit	14
Meeting Preparation Worksheet	15
Contract To Conduct Facilitation	16-17
Meeting Start-Up Activities	18-28
✓ Welcome & Introductions	18-19
✓ Administrative Items	19
✓ Icebreaker	20
✓ Meeting Roadmaps	20-22
✓ Expectations	23
✓ Bin List & Holding Pattern	23
✓ The 5 R's	23-24
✓ Ground Rules	24
✓ Roles And Responsibilities	24-26
✓ Team Matrix	26
✓ Relationship	26
✓ Results	27
✓ Team Charter	28-29
Just-In-Time (Jit) Training	29-33
✓ Feedback	29
✓ Consensus	30
✓ List Production & Reduction	31
✓ Nominal Group Technique	31
✓ Brainstorming	31
✓ Problem Solving Process	31
✓ OMR Planning Model	32
✓ Flowcharts	32-33
Meeting Closure Activities	33-39
✓ Expectations Review	33
✓ Team Recognition & Team Assessments.....	33-37
✓ Hot Wash	38
✓ Meeting Effectiveness Surveys.....	38-39
Suggested Reading	40

Always remember that

Facilitation is both a science and an art. The many models, tools, techniques, and processes provide a logical way to approach solutions and innovations. This approach, combined with an appreciation of the diverse and complex nature of individual and collective human dynamics, formulates the scientific basis of facilitation.

But, this approach is incomplete with the insight necessary to recognize when a situation requires the right “touch” to capture and focus the human energy generated in pursuit of a goal. This instinctive ability formulates the artistic basis of facilitation. And, it is the coming together of both scientist and artist that completes the facilitator.

DO	DON'T
Focus people	Manipulate people
Acknowledge all inputs	Evaluate inputs
Ask for help	Fake it!
Acknowledge mistakes	Become defensive
Apologize for errors	Make excuses
Inject appropriate humor	Tell jokes or make slams
Remain impartial	Favor the “boss”
Solicit Feedback	Comment or argue
Remain process focused	Get into the content
Cheerlead	Chastise
Encourage involvement	Force participation
Appreciate diversity	Assume “attitudes”
Manage conflict	Take sides
Move the group forward	Pound'em into submission
Become committed	Take over

When you get what you want in your struggle for self
and the world makes you king for a day.

Then go to the mirror and look at yourself
and see what the guy has to say.

For it isn't your mother, your father, or wife
whose judgment on you must pass.

The person whose verdict counts most in your life
is the guy staring back in the glass.

Author- Unknown

Am I Prepared To Facilitate?

Facilitating a meeting can be very satisfying. This satisfaction comes from the success enjoyed when meeting objectives are accomplished. Successful meetings are no accident- they are the result of good preparation. Assess yourself against the following list of skills and behaviors that must be demonstrated by a facilitator. Then, look in the mirror and ask yourself: **“Am I prepared to facilitate?”**

Objectives are accomplished by:

- ✓ Planning for the meeting.
- ✓ Clarifying roles.
- ✓ Remaining neutral on content issues.
- ✓ Maintaining group focus.
- ✓ Modeling effective listening, non-defensiveness, and cooperativeness.
- ✓ Encouraging open communications and relieving tension.
- ✓ Knowing how to ask questions.
- ✓ Applying models, methods, tools, and techniques to the task.
- ✓ Expediting progress by making procedural suggestions.
- ✓ Encouraging group decision making and checking for agreement.
- ✓ Sharing observations of the group's progress.
- ✓ Confronting interactions problems.
- ✓ Conducting training to stimulate awareness of the group's processes.
- ✓ Debriefing the meeting.

When to use Teams

Teams are not the answer to every problem, improvement, or innovation. But, when properly applied, teams can produce amazing results. Consider using the team approach when better results can be obtained by:

- ✓ Increasing the talent and expertise addressing the issue at hand.
- ✓ Involving those employees whose work processes will be most directly impacted by any resulting changes.
- ✓ Including different perspectives to resolve complex problems.
- ✓ Gaining the insight of customers, suppliers, and other key stakeholders.
- ✓ Increasing the buy-in to a proposed course of action.

- ✓ Improving communication and cross-functional cooperation.
- ✓ Combining brainpower of different disciplines to increase creativity.
- ✓ Improving morale and job satisfaction.
- ✓ Raising everyone's sense of responsibility and willingness to elevate performance standards.

Is the cost worth the potential benefits of starting a team? Consider some of the following factors when conducting team cost/benefit analysis:

- ✓ Labor: part of teamwork is away from day-to-day production for skilled leadership, technical expertise, and team facilitation.
- ✓ Time investment: the team needs time for meetings, data collection, outside preparations, and documentation.
- ✓ Management support: time and expenditures are needed to arrange and provide for the necessary resources to support the team.
- ✓ Team building: Teams need training as a group, opportunities for conflict resolution, and time to overcome reluctance to communicate openly and take risks.

Types of Teams

Teams are typically categorized as being either permanent or temporary: Permanent teams work agendas that are on-going or cyclical. Temporary teams address specific problems, projects, or improvement initiatives and are dissolved when their work is completed. Examples include:

Permanent Teams

- *Executive Councils*: consist of senior leaders and are charged with providing organizational direction, infra-structure, and management philosophy. Strategic planning is a key activity.
- *Quality Councils*: consist of cross-departmental representatives to identify **system-wide** improvement initiatives. Chartering temporary teams to address specific issues or initiatives is a key activity.
- *Quality Improvement Boards*: are organized and function in much the same way as Quality Councils but are focused on **local issues** and improvement initiatives.
- *Customer Study Boards*: are established as support elements to Quality Council or Quality Improvement Boards. Their purpose is to design, administer, and analyze methods to obtain customer feedback and make recommendations that address customer service policies.
- *Strategic Planning Councils*: are established to formulate strategic plans based upon guidance from their respective Executive Councils or chartering agencies.

Activities are usually "seasonal," i.e., begin the planning cycle in January with a ready-to-publish results in May.

- *Education and Training Boards:* consist of facilitation and training experts that suggest and coordinate training initiatives that enhance overall organizational excellence. Just-in-time training (JIT), Quality related education, and train-the-trainer are key focus areas.

Hot Tip: A good way to ensure continuity between teams is to use overlapping memberships to provide “linkage.” For example, a member of an Executive Council would also be designated the leader of the next-step-down team level – a Quality Council or Quality Improvement Board.

Temporary Teams

- ✓ Project Action Teams are chartered to:
 - Design and/or implement new programs and projects.
 - Evaluate and redesign work systems and structures.
 - Identify causes of problems and recommend solutions.
 - Plan and implement new or one-time events and activities.
 - Determine customer requirements and translate into criteria.
- ✓ Process Action Teams are chartered to:
 - Identify, test, and implement improvements to process outputs and efficiency.
 - Design and/or implement new processes.
 - Standardize work processes by mapping and publishing the workflow.
 - Translate customer criteria into job specifications.
 - Determine key measurements to ensure process control and capability.
- ✓ Tiger Teams are chartered to:
 - Dedicate full-time attention to a critical problem or issue.
 - Propose immediate corrective actions. When empowered to do so, Tiger Teams may make on-the-spot adjustments to resolve or prevent problems.
 - Identify follow-up actions required to support long-term recommendations.
- ✓ Focus/Study Teams are chartered to:
 - Investigate complex issues or proposals and recommend courses of action.
 - Research new opportunities and avenues to expand the organization’s product or customer base.
 - Study new technologies for application to existing or potential ventures.
 - Validate the usefulness and accuracy of data collected.
 - Study data collection methods and recommend improvements.
 - Organize, analyze, and display information in a useful format.
- ✓ Quality Support Teams are chartered to:
 - Conduct facilitation services and Quality related education and training.
 - Advise on organizational structure and assessment, quality implementation, and approaches to quality improvement.

- Assist in the application of tools and techniques for key process performance measurements and customer feedback.
- Provide administrative and quality related resource assistance.

Hot Tip: When selecting team members, remember the 3 “S” criteria:

- Skill: Job knowledge and technical expertise unique to a special discipline.
- Style: Personal approach, attitude, motivation, and group skills that affect trust and cooperation.
- Stake: Vested interest resulting from personal interest, job needs, work area priorities, or performance goals.

Team Sponsors

- ✓ Team sponsors initiate chartered teams. A team sponsor is typically a process owner, manager, Council, or Board that:
 - Controls resources by role or delegation.
 - Is responsible for the process/problem assigned to the team.
 - Is primarily responsible to a customer for a product or service.
 - Has the authority to approve or reject team recommendations.
 - Champions the team.

Top 10 Team Sponsor Guidelines:

1. Charter teams you intend to support and no others. When you task a team, consider that providing adequate support is a moral obligation.
2. Clarify your expectations, boundaries, and performance standards at the start. Guide, update, and reinforce teams to keep them on track.
3. Be assertive about what you need and want from teams, but be willing to negotiate about how they want to precede.
4. Keep teams informed and let them know how they’re doing, but don’t micromanage.
5. Attend meetings when invited or for scheduled agenda items, honoring their ground rules and meeting mechanics.
6. Hold teams accountable, but recognize their achievements too. Uphold agreements and priorities unless unexpected developments warrant it.
7. Build trust by avoiding intimidation tactics. Encourage openness by coaching, not punishing.
8. Don’t make unilateral decisions when teams can decide. Avoid knee jerk reactions when teams may be able to self-correct on their own.
9. Whenever possible, say yes and take swift action of team proposals.
10. Report team progress and proposals to upper management with pride, giving them full credit and deserved recognition.

When to Have Meetings

Meetings are good for generating lots of ideas, sharing information, and making collective decisions. Meetings aren’t generally good for doing detailed analysis and

research, translating ideas into coherent words or drawings, organizing information, and thousands of other tasks more easily done by individuals.

- ✓ Have a meeting when:
 - You want information or advice from your group.
 - You want to involve your group in solving a problem or making a decision.
 - There is an issue that needs to be clarified.
 - You have concerns you want to share with your group as a whole.
 - The group itself wants a meeting.
 - There is an issue that involves people from different groups.
 - There is an issue and it's not clear what it is or who is responsible for dealing with it.
- ✓ Do not have a meeting when:
 - You have to deal with personnel issues like hiring, firing, and negotiating salaries.
 - There is inadequate data or poor preparation.
 - Something could be communicated better by telephone, memo, or on a one-to-one discussion.
 - The subject matter is so confidential or secret that it can't be shared with some group members.
 - Your mind is made up and you have already made your decision.
 - The subject or issue is trivial.
 - There is too much anger and hostility in the group and people need time to calm down before they begin to work collaboratively.

Note: Meetings must be productive. If nothing happens as a result of meetings, no one will take them seriously and they will be a waste of valuable time.

Warning: The facilitator's focus is **always** the process, and, except when conducting training must remain **free** of the content.

Content is “What”	Process is “How”
Words are being said	Words are being said
Topic is being discussed	The topic is being discussed
Task is being accomplished	The task is being accomplished
Items are on the agenda	The group moves from one agenda item to another

Types of Meetings

- ✓ **Informational (Feed forward)** meetings are held to disseminate data, facts, decisions, and policies. Information may be shared from the leader to subordinates or from subordinates to the leader.
- ✓ **Evaluation (Feedback)** meetings are held to access the progress of goals or objectives set in previous planning activities. The focus is on organizational

or personal performance. Stand-up briefings and review meetings are some examples.

- ✓ **Planning or Strategizing** meetings are held to create long-range organizational plans. The outcomes include mission, vision, and value statements supported by sets of goals, objectives, and tasks. Strategic planning councils, transition workshops, and mission planning cells are typical examples.
- ✓ **Problem-solving and Decision-making** meetings are held when group effort is needed or desired to determine a course of action. This type of meeting usually focuses on a specific situation that must be addressed. Tiger teams, project action teams (PATs), and staff meeting (routine and special) are some examples.
- ✓ **Celebrative** meetings are normally leaderless and are usually social gatherings rather than tightly structured proceedings that allow participants to relax, get to know one another, and celebrate their achievements. Mixers, organizational picnics, and awards banquets are typical examples.
- ✓ **Combination** meetings contain one or more of the other types of meetings during the same session. The varied activities of boards, staff, councils, and committees often require this type of meeting format.

Steps to a Better Meeting

Before the meeting

1. Plan the meeting carefully. Review the Meeting Preparation Questionnaire and complete the Meeting Preparation Worksheet.
2. Contract with a facilitator if one is desired.
3. Prepare and send out an agenda in advance.
4. Come early and set up the room.

At the beginning of the meeting

1. Start on time.
2. Welcome everyone.
3. Use Start-up Activities as appropriate to establish a common ground and focus for the group.
4. Review the agenda and revise as necessary.
5. Set clear time limits.
6. Review action items from the previous meeting.

During the meeting

1. Focus on one agenda item at a time.
2. Get agreement on how to proceed (the process). Include Just-in-Time (JIT) training, if needed.

At the end of the meeting

1. Establish action items (who will do what, when).
2. Review the group memory (wall charts).
3. Set the date, time, and place of the next meeting. Develop a preliminary agenda.
4. Evaluate the meeting.
5. Close the meeting crisply and positively.

6. Clean up and rearrange the room.

After the meeting

1. Prepare the "Meeting Minutes," or group memo.
2. Follow-up on action items.
3. Begin to plan the next meeting.

Meeting Preparation Questionnaire

Questions to be addressed when preparing for a meeting (establish who is responsible for arranging what):

- ☐ When and where is the meeting? _____
- ☐ How long is the meeting? _____
- ☐ What is the purpose of the meeting? _____
- ☐ What type of meeting is this? _____
- ☐ Will a charter be issued? _____
- ☐ What is the desired outcome? _____
- ☐ Can the outcome be accomplished in the time allotted? _____
- ☐ Is the outcome to be implemented or a recommendation? _____
- ☐ What format should the outcome take? _____
- ☐ Who is the team/meeting leader? _____
- ☐ What are his/her responsibilities? _____
- ☐ Will a facilitator(s) be used? _____
- ☐ Will a recorder(s) be used? _____
- ☐ Who else will be attending? _____
- ☐ What expertise do they bring? _____
- ☐ What are their roles/responsibilities? _____

- ☐ What is the attire for meeting? _____
- ☐ Will the setting be formal or informal? _____
- ☐ Are meeting minutes required to be kept? _____
- ☐ How will group/individual tasks be tracked? _____
- ☐ What meeting ground rules need to be addressed? _____
- ☐ How will decisions be made? _____
- ☐ Who will participate in decision-making? _____
- ☐ What will be done if the outcome is not reached? _____
- ☐ Any follow-up items from last meeting? _____
- ☐ What key topics will comprise the agenda? _____
- ☐ Is just-in-time (JIT) required? _____
- ☐ What group start-up activities will be used? _____
- ☐ What closure activities will be used? _____
- ☐ What methods will be used to address agenda items? _____
- ☐ In what order should the agenda items be addressed? _____
- ☐ How much time should be spent on each agenda item? _____
- ☐ When will the agenda be sent to the attendees? _____
- ☐ What type of meeting roadmap will be used? _____
- ☐ What arrangements will be made for refreshments? _____
- ☐ What social activities are being planned? _____
- ☐ How will breaks and meals be handled? _____
- ☐ Are there any fees the participants are expected to pay? _____
- ☐ What other administrative details need to be announced? _____
- ☐ How large is the meeting room? _____
- ☐ Is the room climate controlled? _____

- ☐ Can the lighting in the room be controlled? _____
- ☐ Any posts or obstacles that will block someone's view? _____
- ☐ Will outside noise create a problem? _____
- ☐ Will charts be used for the group memory? _____
- ☐ Can charts be hung on the walls? _____
- ☐ Do you anticipate break-out sessions? _____
- ☐ Are breakout rooms or room dividers available? _____
- ☐ How many easels will be needed? _____
- ☐ What times will the room be available for set-up? _____
- ☐ Who will have the key? _____
- ☐ Does the room have a phone? _____
- ☐ What phone/pager protocols will be adhered to? _____
- ☐ What arrangements will be made for attendees to receive messages? _____
- ☐ How many table & chairs are needed? _____
- ☐ How will the seating be configured? _____
- ☐ What audio/visual equipment is needed? _____
- ☐ Are name tents desired? _____
- ☐ What handouts are needed? _____
- ☐ What audio/visuals need to be prepared? _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

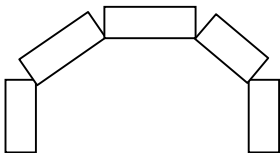
☐ _____

Seating Configurations

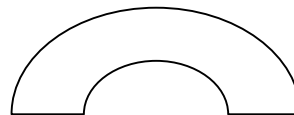
Try to configure the seating so that the participants have face-to-face contact with each other. Consider:

- Number of table & chairs required
- Position of posts & other obstacles to full-room view
- Location of overhead lights and windows
- Available wall space to hang charts

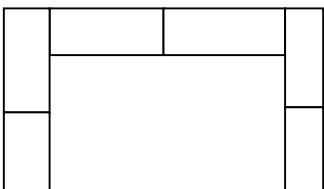
Curved “U”



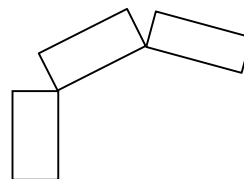
Semi-circle



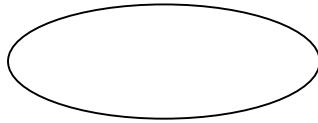
Standard “U”



Corner



Conference Table



Equipment and Supplies

Equipment and supplies to consider when preparing for a meeting (establish who is responsible for providing what):

- | | |
|--|---|
| <input type="checkbox"/> Easels | <input type="checkbox"/> TV and projector stands |
| <input type="checkbox"/> Easel pads | <input type="checkbox"/> Podium |
| <input type="checkbox"/> Overhead Projector | <input type="checkbox"/> Pointer |
| <input type="checkbox"/> 35mm slide Projector | <input type="checkbox"/> Binders |
| <input type="checkbox"/> Television | <input type="checkbox"/> Notepads & pencils/pens |
| <input type="checkbox"/> VCR unit | <input type="checkbox"/> Post-it Notes |
| <input type="checkbox"/> Video camera & tripod | <input type="checkbox"/> Index cards |
| <input type="checkbox"/> Video Projector | <input type="checkbox"/> Name tents/tags |
| <input type="checkbox"/> Laptop computer & printer | <input type="checkbox"/> Microphone & amplifier |
| <input type="checkbox"/> Overhead transparencies | <input type="checkbox"/> Cassette tape player & tapes |
| <input type="checkbox"/> Slides & video tapes | <input type="checkbox"/> Coffee pot & supplies |
| <input type="checkbox"/> Computer disks | <input type="checkbox"/> |
| <input type="checkbox"/> Extension cords | <input type="checkbox"/> |
| <input type="checkbox"/> Cables and connectors | <input type="checkbox"/> |
| <input type="checkbox"/> Screen | <input type="checkbox"/> |

Facilitator's Flyaway Kit

- | | |
|--|---|
| <input type="checkbox"/> Colored marker sets | <input type="checkbox"/> Scissors |
| <input type="checkbox"/> Masking tape | <input type="checkbox"/> Stopwatch |
| <input type="checkbox"/> Rubber bands | <input type="checkbox"/> Clipboard |
| <input type="checkbox"/> Pushpins | <input type="checkbox"/> Spare wing nuts for Easels |
| <input type="checkbox"/> Paper clips | <input type="checkbox"/> Padlock |
| <input type="checkbox"/> Binder clips | <input type="checkbox"/> Pocketknife |
| <input type="checkbox"/> Glue-sticks | <input type="checkbox"/> Can opener |
| <input type="checkbox"/> Scotch tape | <input type="checkbox"/> Pliers |

- ☐ Post-it Notes
- ☐ Index cards
- ☐ 1 dozen black markers
- ☐ 1 dozen ballpoint pens
- ☐ 1 dozens pencils
- ☐ String
- ☐ White labels
- ☐ Hole punch

- ☐ Screw driver
- ☐ Handi-wipes
- ☐ Can of Pledge
- ☐ Band-aids
- ☐ Deck of cards
- ☐
- ☐
- ☐

Meeting Preparation Worksheet

1. **WHY** have the meeting? (purpose)

2. **WHAT** type? ☐ Informational ☐ Evaluation ☐ Planning
☐ Problem-Solving ☐ Decision Making ☐ Celebrative
☐ Combination ☐ Other: _____

3. **WHEN?** Start Date/ Time _____ End _____

4. **LOCATION?** _____

5. **WHO WILL ATTEND?** _____

6. **DESIRED OUTCOMES:** _____

7. **AGENDA ITEMS:** _____

8. **ROLES:** Team/Meeting Leader _____

Facilitator _____ Minutes Keeper _____

Recorder(s) _____

Time Keeper _____ Other _____

9. **DECISION MAKING:** _____

10. **RESOURCES:** _____

Contract to Conduct Facilitation

1. Client Organization: _____

2. Meeting Information: ☐ worksheet completed and attached

3. Meeting/Team Leader will be charged or agrees to:

- a. Meet with facilitator before/after meetings for agenda/follow-up coordination.
- b. Finalize the agenda with the facilitator.
- c. Be an active meeting participant.
- d. Ensure that the group/team members share responsibility for logistics and other administrative chores.
- e. Model appropriate behavior while encouraging group/team participation.
- f. Guide the meeting using agreed upon models, methods, and processes.
- g. Help establish and abide by meeting ground rules and procedures.
- h. Move the meeting forward on task.
- i. Discipline inappropriate behavior.
- j. Ensure the participants understand their responsibilities.

4. The Facilitator agrees to:

- a. Remain process-focused and not become involved in the content.
- b. Will identify when accidentally or purposely stepping out of the facilitator role.
- c. Coordinate with the Meeting/Team Leader on approaches to agenda items.
- d. Remain a neutral servant of the group/team during the meeting.
- e. Model appropriate behavior while encouraging group/team participation.
- f. Help the Meeting/Team Leader move the group/team forward on task.
- g. Provide meeting process feedback, if solicited.
- h. Ensure recorders/additional facilitators understand their responsibilities.
- i. Suggest approaches to team building and sound meeting management.
- j. Provide coaching or just-in-time training, when requested.

- k. Make recommendations on obtaining additional expertise, if warranted.
- l. Identify and correct problematic behaviors or dynamics.
5. A written charter ☐ will ☐ will not be drafted by: ☐ Client ☐ Facilitator
6. Advance agenda ☐ will ☐ will not be provided by: ☐ Client ☐ Facilitator
7. _____ (#) additional Facilitator(s) will be provided by: ☐ Client ☐ Facilitator
8. _____ (#) additional Recorder(s) will be provided by: ☐ Client ☐ Facilitator
9. Meeting minutes ☐ will ☐ will not be kept by a designated attendee.
10. Travel expenses for ☐ Facilitator(s) ☐ Recorders will be paid by client.
11. Group/Team roles & responsibilities include: _____

12. Just-in-Time (JIT) will be provided by: _____ for the following subjects:
13. Client ☐ will ☐ will not make overnight lodging arrangements.
14. Client ☐ will ☐ will not make travel arrangements.
15. Meeting room arrangements will be made by: ☐ Client ☐ Facilitator
16. _____ (#) table and _____ (#) chairs will be provided by: ☐ Client ☐ Facilitator
17. The room configuration will be done by: ☐ Client ☐ Facilitator
18. Room configuration: _____
19. Room clean up and reconfiguration will be done by: ☐ Client ☐ Facilitator
20. Resources:
- | | | |
|---|---------------------------------|--------------------------------------|
| <input type="checkbox"/> Easels will be provided by: | <input type="checkbox"/> Client | <input type="checkbox"/> Facilitator |
| <input type="checkbox"/> Easel pads will be provided by: | <input type="checkbox"/> Client | <input type="checkbox"/> Facilitator |
| <input type="checkbox"/> Overhead projector will be provided by: | <input type="checkbox"/> Client | <input type="checkbox"/> Facilitator |
| <input type="checkbox"/> 35mm slide projector will be provided by: | <input type="checkbox"/> Client | <input type="checkbox"/> Facilitator |
| <input type="checkbox"/> Television will be provided by: | <input type="checkbox"/> Client | <input type="checkbox"/> Facilitator |
| <input type="checkbox"/> VCR unit will be provided by: | <input type="checkbox"/> Client | <input type="checkbox"/> Facilitator |
| <input type="checkbox"/> Video camera & tripod will be provided by: | <input type="checkbox"/> Client | <input type="checkbox"/> Facilitator |
| <input type="checkbox"/> Video projector will be provided by: | <input type="checkbox"/> Client | <input type="checkbox"/> Facilitator |
| <input type="checkbox"/> Laptop computer & printer will be provided by: | <input type="checkbox"/> Client | <input type="checkbox"/> Facilitator |
| <input type="checkbox"/> Extension cords will be provided by: | <input type="checkbox"/> Client | <input type="checkbox"/> Facilitator |
| <input type="checkbox"/> Cables and connectors will be provided by: | <input type="checkbox"/> Client | <input type="checkbox"/> Facilitator |
| <input type="checkbox"/> Screen will be provided by: | <input type="checkbox"/> Client | <input type="checkbox"/> Facilitator |
| <input type="checkbox"/> TV and projector stands will be provided by: | <input type="checkbox"/> Client | <input type="checkbox"/> Facilitator |

<input type="checkbox"/>	Podium will be provided by:
<input type="checkbox"/>	Microphone & amplifier will be provided by:
<input type="checkbox"/>	Cassette tape player & tapes will be provided by:
<input type="checkbox"/>	Coffee pot & supplies will be provided by:
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
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<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

<input type="checkbox"/>	Client	<input type="checkbox"/>	Facilitator
<input type="checkbox"/>	Client	<input type="checkbox"/>	Facilitator
<input type="checkbox"/>	Client	<input type="checkbox"/>	Facilitator
<input type="checkbox"/>	Client	<input type="checkbox"/>	Facilitator
<input type="checkbox"/>	Client	<input type="checkbox"/>	Facilitator
<input type="checkbox"/>	Client	<input type="checkbox"/>	Facilitator
<input type="checkbox"/>	Client	<input type="checkbox"/>	Facilitator
<input type="checkbox"/>	Client	<input type="checkbox"/>	Facilitator
<input type="checkbox"/>	Client	<input type="checkbox"/>	Facilitator
<input type="checkbox"/>	Client	<input type="checkbox"/>	Facilitator
<input type="checkbox"/>	Client	<input type="checkbox"/>	Facilitator
<input type="checkbox"/>	Client	<input type="checkbox"/>	Facilitator
<input type="checkbox"/>	Client	<input type="checkbox"/>	Facilitator
<input type="checkbox"/>	Client	<input type="checkbox"/>	Facilitator
<input type="checkbox"/>	Client	<input type="checkbox"/>	Facilitator

21. Above terms agreed to by:

(Client)

(Facilitator)

Meeting Start-up Activities

Helping a “group” become a “team” requires some investment of time, up-front. Some “start-up” activities that help establish the common ground needed for good teamwork include:

- ☞ Welcome
- ☞ Introductions
- ☞ Administrative Announcements
- ☞ Ice Breaker
- ☞ NATO or NEAT Chart
- ☞ Expectations
- ☞ Bin/Holding Pattern
- ☞ The 5 R’s
- ☞ Charter/Tasking Review
- ☞ Just-In-Time (JIT) Training

Welcome

Welcoming comments are useful to:

- Signal the start of the meeting.
- Set a positive tone.
- Put the attendees at ease.
- Show support for the tasking.
- Validate the meeting's importance.
- Provide background information.
- Identify who is leading the meeting.

☞ Normally, the team leader or chairperson will welcome the attendees.

☞ The process owner, team sponsor, or someone who represents the tasking/chartering authority should welcome a team or committee that is meeting for the first time.

Introductions

Introductions are useful to:

- Learn “who is who.”
- Break the “participation barrier.”
- Add some humor to reduce stress.
- Focus attention on the meeting.
- Validate each attendee's importance.

☞ Have the introduction process written down on a chart for the attendees to refer to.

☞ Demonstrate by introducing yourself first.

☞ Individuals can be asked to introduce themselves to the group (faster) or broken into pairs to introduce their partner to the group (slower...time must be allowed for the pairs to exchange information about themselves.)

- Tell us what you want to be called.
- Tell us where you work.
- Are you a:
 - student
 - tourist
 - prisoner

- Tell us your partner's name.
- Tell us about your partner's job.
If your partner could have lunch today with anybody, who would it be and why?

Administrative Items

☞ Administrative items that are announced during meeting start-up activities may include:

- ✓ Location of restrooms.
- ✓ Location of water fountains.
- ✓ Availability of coffee and snacks.
- ✓ Fees for coffee, snacks, etc.
- ✓ Location of fire escapes.
- ✓ Handouts, materials, and other “party favors” being provided.
- ✓ Location of phones.
- ✓ Phone/pager #'s for emergency calls.
- ✓ Local courtesies regarding use of phones, copiers, etc.
- ✓ Parking locations, fees, etc.
- ✓ Transportation arrangements.
- ✓ Building operating hours.
- ✓ Local lodging, entertainment, dining, etc.
- ✓ Lunch and break schedule.
- ✓ Cell phone and pager protocols.
- ✓ Social events: time, place, etc.
- ✓ Other items?

Ice Breaker

☞ An “Ice Breaker” is useful to:

- ✓ Set people at ease.
- ✓ Introduce or reinforce a learning objective.
- ✓ Signal the start of the meeting.
- ✓ Shift mind-sets out of the day-to-day business mode.
- ✓ Provoke thought.
- ✓ Provide a lead-in to a topic.
- ✓ Energize the group.
- ✓ Establish control over a meeting process.

☞ Ice breakers can be presented in the form of: games, riddles, puzzles, video clips, cartoons, demonstrations, quotes, pictures....you are limited only by your imagination.

☞ Ice breakers can be done as a start-up with other activities (i.e. Introductions, training, etc.) to re-energize the group, shift focus, and other times deemed suitable.

☞ A good ice breaker is: tasteful, timely, and appropriate for the participants.

Caution: No jokes! Most jokes attack or belittle the race, gender, religion, ethnic background, intelligence, size, disability, morality, sexual behavior, etc., of people. It is difficult to secure your group's trust after you have insulted another group of people.

Meeting Roadmaps

☞ A “NATO” or “NEAT” Chart helps to provide structure to a meeting and focus for the participants. Both charts are used to let the group know:

- ✓ How the meeting will proceed.
- ✓ Why they are in the meeting.
- ✓ What will be covered in the meeting.
- ✓ How long the meeting will last.
- ✓ When and why they are getting “off-track.”

☞ A “meeting roadmap” enhances the effectiveness of a meeting because it “publishes” a format to be followed at the outset. “Publish” means to write key items on a sheet of chart paper, chalkboard, or other means that remains clearly visible to those in attendance. Verbal “publication” can also be used, but is not as successful as a written reference. A written “meeting roadmap” is used by the group members to retain focus and police themselves, and by the meeting leader or facilitator to refocus the group when they digress from the purpose of the meeting.

☞ NATO (Nature – Agenda – Time – Outcome): This type of “meeting roadmap” is used *when the meeting leader has a clearly defined outcome (what)* that is to be achieved. The facilitator works together with the meeting leader before the meeting to determine an agenda (how) that will reach the desired outcome.

☞ NEAT (Nature – Expectation – Agenda – Time): This type of “meeting roadmap” is used *when the meeting agenda (what) is determined by the group based upon their stated expectations* of the meeting. The facilitator works together with the meeting leader before the meeting to determine what methods (how) will be used to translate participant expectations into a concise agenda.

☞ Common elements of the NATO and NEAT charts are:

Nature: the intent or purpose of the meeting. Why was the meeting called? To solve a problem? To make a decision? To share information? To develop a plan? A combination of all the above?

Agenda: a sequence of how the meeting will progress in outline format. What are the key topics to be addressed? In what order? How much time will be afforded to each item?

Time: the amount of time that will be devoted to the meeting. What time will the meeting end? Does everyone agree to remain for the duration? What happens if time expires before the purpose of the meeting is achieved?

Outcome: the end product of the meeting that satisfies why the meeting was held. Used with the **NATO** chart, the outcome clearly states what needs to be achieved. A solution? A decision? A plan? A good exchange of information?

Expectation: the input of a participant that identifies what he or she hopes the meeting will accomplish. Used with the **NEAT** chart, expectations are solicited when the meeting leader wants group input to formulate the meeting’s agenda. What are the issues and factors to be considered? What information needs to be collected and analyzed? What additional expertise is needed?

Hot Tip: Trying to produce an agenda from the group's expectations can provide some unexpected challenges. The trick is to "separate the wheat from the chaff." In other words, as expectations are expressed, determine whether each might be categorized as an agenda item (what must be addressed) or a criterion (standard that must be satisfied). Criteria can address meeting norms (ground rules), a logical way to proceed (order of agenda items), or factors that assist in good judgment when determining an answer to the purpose of the meeting. Do NOT assume which is whichsolicit group input to categorize THEIR expectations: For example, "I see from your expectations that we have identified agenda items that need to be worked as well as ways to proceed. If you all agree to work cooperatively, let me suggest that the first expectation be one of your ground rules (the group agrees). Now let's look at the second and last expectation. If you all agree with these statements, they can serve as criteria to evaluate your decisions (the group agrees). OK, let me list these two items on a "Criteria Chart" (this is done). The remaining four expectations appear to address items that need to be into the agenda. Does it appear that there is a logical order that should be followed? (No response) HOW about the third item, does it make sense that this must be done before the fifth item?" The group agrees and decides that the agenda must first address the validation of training requirements, followed by a review of "actual" manning levels (this prompts another criterion to be added to their criteria list: "Training dollars are allocated in proportion to actual manning"). Next, the agenda will invite ideas to make training more effective. A rough plan will then be drafted and tested against their established criteria. The agenda then calls for an adjustment cycle to keep fine-tuning the plan until all criteria are satisfied. The final agenda item will address how a final plan is to be produced and distributed.

Expectations

- We will work together instead of against each other.
- All training requirements be validated before we commit any resources.
- Allocation of training dollars is based on "actual" vs. "authorized" manning levels.
- A plan is produced and given to all key players.
- Innovative ways making training more effective are found.
- We remain within budget.

Sample Agenda

Nature: Decision Making

Agenda:

- Ice Breaker
- Minutes and Agenda Review
- Team Leader's Remarks
- Updates and Adjustments
 - Lunch is provided
 - Meeting may not go as long as thought
- Legislative Priorities
 - Review and Clarification

- Establish Criteria
- Discussion
- List Reduction
- Validate and Fine Tune

- Next Meeting: _____
- Meeting Evaluation

Time: 90 minutes (0830-1000)

Outcome:

- Initiatives reviewed/adjusted
- Legislative priorities established

Expectations

☞ Expectations are useful to let the participants express any:

- ✓ Personal agenda or interests at stake.
- ✓ Desired gains, outcomes, or topics.
- ✓ Concerns about the meeting's purpose.
- ✓ Notions about the conduct of the meeting.

☞ After reviewing the **NATO or NEAT** chart, the meetings participants are asked to jot down 1-2 items that they expect of this meeting to ensure their own expectations are "in sync" with the purpose of the meeting. If the group is small, record the expectations directly to a chart. With large groups, form smaller groups and have them record their expectations on a chart.

☞ As individual or group expectations are reported, be certain to acknowledge each and every item. If group members were given the meeting agenda in advance, most expectations will likely fall into one or more of the agenda topics. Occasionally, an expectation may surface that is outside the purpose of the meeting. If so, suggest that this topic or issue be recorded on a **BIN or HOLDING PATTERN** chart for future consideration. If this is unsatisfactory, solicit the meeting leader's assistance in finding a workable alternative.

- ☞ Post the charts about the meeting room so that they may be readily referenced. Satisfy as many expectations as possible while maintaining the integrity of the meeting agenda. At the conclusion of the tasking, review each expectation with its owner to determine whether or not their expectation was met. Unmet expectations can be used to formulate future agendas or identify follow-on initiatives.

Hot Tip: Pay close attention to expectations....they may provide clues about what tools and techniques will best provide a logical approach to follow. They may also explain why a participant is holding a strong position on an issue and is unwilling to budge when an impasse is reached.

BIN List and Holding Pattern

- ☞ The BIN List or Holding Pattern is used to track deferred topics when the group has a lot of issues that cannot be addressed immediately.
- ☞ Post this chart in an out-of-the-way, but visible place. Distracting issues are added to the list as they occur. These items are addressed as time permits or as part of the agenda at subsequent meetings. This allows the group to remain focused on the topic at hand while ensuring arising issues are not forgotten, ignored, or simply dismissed.

The 5 R's

- ☞ The five R's are used to establish what the group is to accomplish, how they will work together, and what each member contributes. The 5 R's are:

- ✓ Rules (Ground Rules).
- ✓ Roles.
- ✓ Responsibilities.
- ✓ Results.
- ✓ Relationships.

Ground Rules

- ☞ Ground Rules establish “norms” that address:

- ✓ How meetings will be run.
- ✓ What kind of behavior is acceptable.
- ✓ How members will interact.

- ☞ Some common Ground Rules include:

- Non-attribution –remarks made during a meeting will NOT be attributed to who made them.
- No Personal Attacks –including individuals and groups not in attendance. Deal with facts, not emotion.
- Honor the “Time-Out” Call –made by the facilitator or team/meeting leader to intervene if the group digresses or conflict gets out of hand. Any member may request a “time-out” call.

- Everyone Has An Equal Say –people are diverse; not equal in intellect, skills or experience. However, the group must respect all inputs.

☞ Ground Rules should also address:

- Attendance –How many members to hold a meeting? Who must always be present? Are substitutes allowed?
- Basic Courtesies –One person speaks at a time? Are side conversations allowed? Will interruptions be permitted? Raise your hand to be recognized before speaking?
- Meeting Procedures –Start and end on time? Can the meeting time be extended if additional time is needed? Who calls a break? How are agendas determined?

☞ Warning: Ground Rules must not contradict guidelines set by the sponsor.

Roles & Responsibilities

Roles and Responsibilities establish WHO is responsible for WHAT:

☞ Team/Group Leader:

- ✓ Is an active meeting participant.
- ✓ Models appropriate behavior.
- ✓ Moves the meeting forward on task.
- ✓ Coordinates the meeting arrangements.
- ✓ Disciplines inappropriate behavior.
- ✓ Coordinates the agenda with the facilitator.
- ✓ Helps establish and abides by the ground rules.
- ✓ Follows-up to ensure members complete assigned tasks.
- ✓ Acts as liaison with the sponsor for resource help and other issues.
- ✓ Coaches the members through the methods used to reach outcomes.

☞ Team/Group Members:

- ✓ Come prepared and on time to all meetings.
- ✓ Help establish and abide by Ground Rules and meeting procedures.
- ✓ Actively participate lending their expertise to the topic at hand.
- ✓ Ensure inputs are recorded accurately and reflected in the “minutes.”
- ✓ Share responsibility for logistical and other administrative tasks.
- ✓ Follow through on assigned task or chores between meetings.
- ✓ Work cooperatively with other members in approaches to outcomes.
- ✓ Remain focused on the purpose of the meeting.

☞ Facilitator:

- ✓ Is a neutral servant of the team/group.
- ✓ Remains free of the content, while encouraging member participation.
- ✓ Keeps the team/group focused and moving forward on task.
- ✓ Coordinates with the team/meeting leader on meeting procedures.
- ✓ Recommends and directs approaches to achieve outcomes
- ✓ Intervenes to correct problematic behavior.
- ✓ Provides Just-In-Time (JIT) training for models and methods used.

- ✓ Solicits and provides feedback.

☞ Recorder:

- ✓ Captures inputs and records them on the group memory (charts).
- ✓ Coordinates with the facilitator to ensure inputs are recorded correctly.
- ✓ Remains neutral and does not abuse the “power of the pen.”
- ✓ Coordinates the meeting arrangements.

Other Roles & Responsibilities

Other Roles and Responsibilities that are sometimes useful include:

☞ Minutes Taker:

- ✓ Takes notes of significant occurrences at the meeting and produces a draft copy.
- ✓ Reviews minutes with the team/group to make any corrections before publishing and distributing.
- ✓ Ensures the minutes do not violate the ground rules, such as non-attribution.

☞ Time Keeper:

- ✓ Alerts the team/group when it is time to begin the meeting or reconvene after a break.
- ✓ Warns when the allotted time for a particular agenda item or phase of the meeting approaching expiration.

☞ Observers, Guests, and Subject Matter Experts:

- ✓ Abide by the ground rules and the time allotted for any presentations they have been invited to give.
- ✓ Provide input only when invited to do so. Normally, they do not participate in decision-making.

☞ Can the team/group leader and the facilitator be the same person? No, not really. Because the facilitator must stay free of the content while the team/group leader is required to openly participate in the content, these two roles are mutually exclusive. But, can the team/group leader use the same skill sets used by a facilitator to direct the meeting processes? Absolutely! In fact team/group leaders should be encouraged to learn and refine such skills. Also, someone who is trained as a facilitator may need to run a meeting and will naturally use facilitation skills. In either case, it is important that the team/group members not become confused about which “hat” the leader is wearing. Therefore, the term **“moderator”** is used to describe a trained facilitator that is also the team/group leader. A meeting moderator directs all of the meeting processes and openly participates in the content.

Team Matrix

Hot Tip: A matrix is a good tool for building a team with the right representation and expertise. It is also a useful way to keep the members clear about their roles and responsibilities. Simply list the roles down the left side with the members across the top and place an “X” in the box that joins the member with the role they are expected to fulfill. For example:

Team Matrix

	Mary	Ed	Mike	Sue	Bob	John	Jose	Jane
Team Leader	X							
Team Member	X	X	X	X	X	X		
Facilitator							X	
Recorder								X
Min. Keeper			X					
Logistics		X						
Maintenance				X	X			
Operations	X		X					
Officer	X				X			X
Enlisted		X	X	X		X	X	

Relationships

☞ Relationships describe how the members of the group will relate to one another. Questions that are addressed may include:

- ✓ Will we interact formally or informally?
- ✓ How do we communicate openly?
- ✓ How do we work through parochial issues?
- ✓ Do we foster a learning environment?
- ✓ Can we count on one another for help outside the meeting?

Hot Tip: Create a “Team Values” chart by asking each member to complete this statement offering something different from what has already been given: “what I value most in a work relationship is _____”.

Results

☞ Results describe the end product of the team/group. Questions that should be addressed include:

- ✓ What is it we will have specifically achieved when we are done?
- ✓ What justification or validation will we need to support our conclusions?
- ✓ In what format does the sponsor expect to see the results of our work? A flow chart? A list? A point paper? A plan?
- ✓ Are we to implement action plans to effect results or is our end product a recommendation?
- ✓ To what level of detail should our end product address? An outline? A concept of operations? A detailed plan? A formally written policy or directive?
- ✓ What guidance or criteria must the results conform to?

Hot Tip: A good practice is to have the sponsor attend the first meeting through completion of the “5 R’s” so that the members can ask exactly what it is he/she expects to “have holding in his/her hands” when the group/team is done.

Team Charters

A Team Charter is used to provide the team members with a sharp sense of direction and to ensure they have a solid understanding of what is expected by the sponsor. Some key elements of a Team Charter include:

☞ Direction:

- ✓ What will the team call itself (address: function, geographic location, and organization)?
- ✓ Why was the team formed (address: goals, relationship to previous projects, background information, and customer concerns)?
- ✓ What is the specific tasking or assignment (address: the process to be improved, problem to be solved, scope, and boundaries)?
- ✓ What is the desired outcome (address: format, deadlines, achievement levels, guidelines, compliance requirements, organizational pay-off and measures of success)?

☞ Membership:

- ✓ Who are the key stakeholders (address: internal and external customers, suppliers, process owners, and process workers)?
- ✓ Who will serve on the team (address: roles, responsibilities, leader selection, expertise, representation, and outside facilitation or technical assistance)?
- ✓ What will the sponsor provide to support the team (address: resources, time, training, meeting facilities, relief from normal tasks, and obstacle removal)?

☞ Empowerment:

- ✓ What activities can the team initiate (address: survey's, access to data, field trips, interviews, tests, and trial runs)?
- ✓ What level of authority does the team have (address: recommendation or power to implement)?
- ✓ How will decisions be made (address: team consensus, final decision making authority, delineation between autonomous and cooperative decision making boundaries, and critical decisions points)?
- ✓ How will the team be held accountable (address: progress reports, briefings, documentation, and resolution if the team is unable make deadline)?

Warning: The following obstacles can defeat teamwork:

- ✓ Cross-functional bosses won't let their members attend meetings.
- ✓ Other sections won't cooperate because of other priorities.
- ✓ The team's work adds to others' stress.
- ✓ Needed resources or information are under the control of uninvolved people.
- ✓ Fear, suspicion, or jealousy creates resistance to team activities and inquiries.

Process Action Team Charter (SAMPLE)

1. **Project Action Team Name:** California National Guard (CNG) Home Page Team
2. **Sponsor:** Major General Tandy K. Bozeman, The Adjutant General
3. **Mission Statement:** the above sponsor charters this project action team to design and deploy an internet home page for the California National Guard that represents the “best-in-class” using all state and territory National Guard (NG) home pages as the basis of comparison. The home page will be designed to:
 - a. Include CNG, and NG pages that permit links to existing or developing unit home pages.
 - b. Provide e-mail capability for guests to contact recruiting personnel and make comments or suggestions.
 - c. Include content that:
 - a. tells the CNG “story.”
 - b. presents a wide spread positive public image.
 - c. has recruiting appeal and information.
 - d. provides interesting and useful information to members of the CNG.
 - e. recognizes deserving individuals and organizations.
 - f. other as determined by the team.
 - d. Include “Quality,” “Recruiting,” and “Public/Government Affairs” pages and links.
 - e. Be dynamic, colorful, and creative offering information in all mediums within current state-of-the-art capabilities.
4. **Team Members:** CW# B. Rogers, Lt. Col W. Haprer, SFC T. Smith, SMSgt J. Gettie, Mr. F. Jensen, and MAJ E. Loper.
5. **Other Guidance:**
 - a. Team Leader is Mr. F. Jensen.
 - b. The team members retain autonomy regarding content items for their own pages. However, coordination decisions will be made by consensus.
 - c. The team leader will coordinate meeting duration and frequency to satisfy a project deadline of 1 October 1997.
 - d. Team reporting requirements and resource requests will be coordinated by the team leader with the sponsor.
 - e. The team will consult applicable directives and ensure compliance except as specifically waived or excused by the sponsor.

Just-In-Time (JIT) Training

- ☞ Just-In-Time (JIT) training is conducted to ensure all participants are familiar with the processes to be used during a meeting. Often, the facilitator is called upon to conduct the JIT training. Typical topics are:
- Feedback
 - Consensus
 - List Production and Reduction
 - Brainstorming

- Nominal Group Techniques (NGT)
- Problems Solving Process (PSP)
- OMR Planning Model
- Flow Charting

☞ Note: JIT training can be given as an Ice Breaker or just before using the process or method to be used. Always be prepared by having training charts and/or handouts ready for use. Try to involve everyone during the training by using the interactive approach.

Feedback

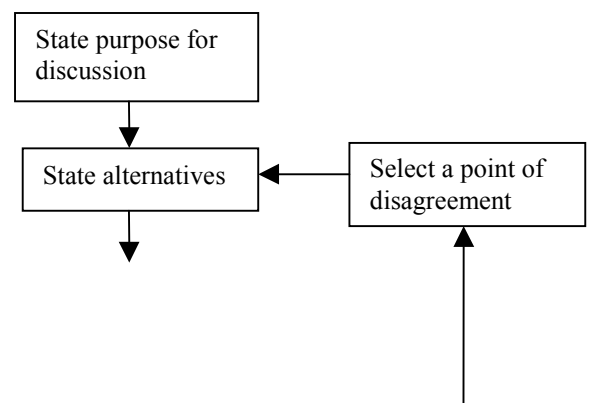
- ☞ Simply stated feedback is information that is:
- In response to something said or done.
 - Pertinent and intended to be useful.
 - Solicited or given without being solicited.
 - Verbal, written, or behavioral.

How to give feedback:	How to receive feedback:
Restrict your feedback to things you know for certain.	Breathe, relax, and listen, listen, listen!
Be descriptive and phrase the input as a statement not a question.	Acknowledge the feedback without becoming defensive. Don't argue.
Don't exaggerate, use labels, or be judgmental.	Ask questions for clarity.
Speak for yourself, not what you think others are thinking.	Acknowledge valid points.
Talk first about yourself, not the other person.	Take time to sort out what you heard.
	Remember that feedback is information that can help you make better decisions, not a mandate to change.

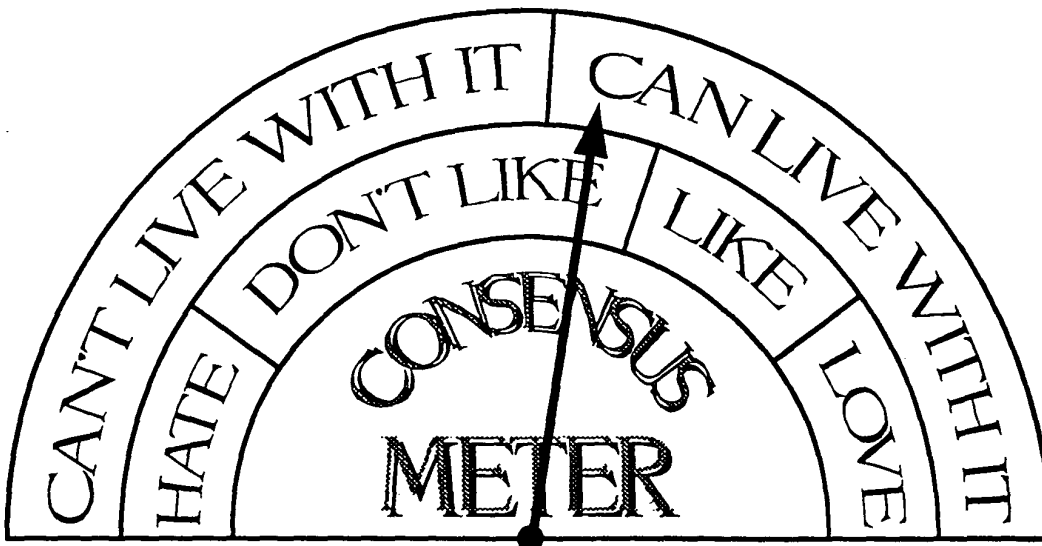
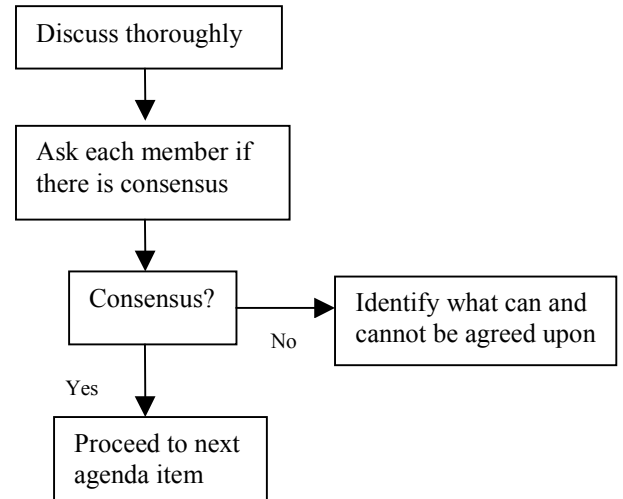
Consensus

- ☞ Consensus is achieved when each participant can nod “yes” to these types of questions:
- Will you agree with this next step?
 - Can you live with this position?
 - Are you comfortable with this course of action?
 - Can you support this option?

- ☞ Building Consensus:
- Involve everyone in the discussion.
 - Explore alternative ideas.
 - Discuss and clarify issues.
 - Identify problems, not symptoms.
 - Use data to help make decisions.
 - Allocate time carefully.



- Listen to what others say.
- Try not to compete.
- Be careful of quick solutions.



Producing a Priority List

☞ Teams or groups are often asked to develop courses of action that will correct problems, implement programs, or initiate system improvements. To produce a prioritized list of action items or alternatives:

- Ensure everyone knows what is being addressed. The focus of the group needs to remain centered on “answering the mail.”
- Identify any criteria that must be satisfied.
- Use brainstorming to generate and record ideas.
- The merits of each idea may not be clear to everyone. Allow time to clarify and briefly discuss the ideas.
- Test and eliminate any ideas that fail to meet established criteria.
- Loop and group ideas that are identical or are similar enough to necessitate being considered together.

- If it is helpful to separate the ideas by category, use an affinity diagram to categorize the list.
- If criteria has been identified, a prioritization matrix can be used to rank order the ideas. Priorities can also be established using the nominal group technique (NGT).

Nominal Group Technique

☞ To create a list using the nominal group technique (NGT):

- Identify each item with a letter.
- Rank each item by assigning “1” to the least important, “2” to the next least important, etc.
- Add the values assigned to each item by each member.
- Prioritize items by highest sum.

Brainstorming

☞ Brainstorming Rules:

- Everyone agrees on the topic.
- All ideas are accepted.
- Don’t criticize/defend.
- Use brief phrases.
- Record in owner’s words.
- Move quickly; don’t discuss.

Problem Solving Process

1. Identify and Select Problem
 - a. What is the situation you would like to change? Draft a problem statement.
2. Analyze Problem
 - a. Why is this happening? Use a Cause and Effect Diagram.
3. Generate Potential Solutions
 - a. How can we change it? Use brainstorming.
4. Select and Plan Solution
 - a. How will we change it? Determine: outcome, methods, and resources.
5. Implement Solution
 - a. Are we following the plan? Try it out on a trial basis.
6. Evaluate Solution
 - a. Does the plan work? If not, back up one step at a time to validate or modify each step until an alternative is found.

OMR Planning Model

Outcomes

- What do you want to achieve?
- What is your desired end state?
- What results are you looking for?

- What will success look, feel, or taste like?
- What will people be saying or doing?

Methods

- How will we achieve the outcome?
- How do we implement new ideas and effect changes?
- How do we improve work process performance?
- How do we involve the right people?

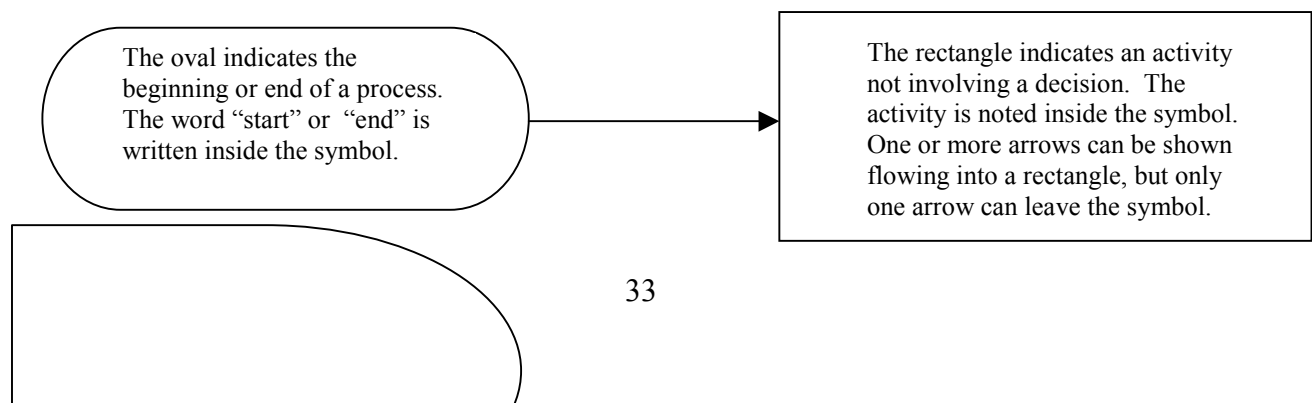
Note: If you can't obtain the RESOURCES, change the METHODS, not the OUTCOME!

Resources

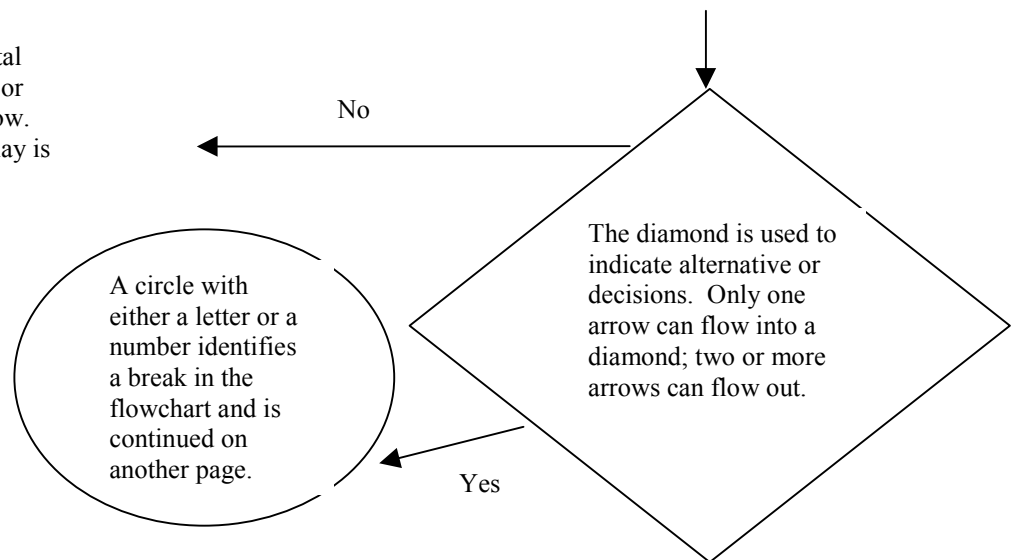
- Time
- People
- Money
- Materials
- Equipment
- Facilities

Flowcharts

☞ Flowcharts are a useful way to map out a work process and gain insight into exactly how work output is produced. The most commonly used symbols to construct a flowchart include:



The exaggerated capital “D” indicates a delay or hold in the process flow. The reason for the delay is indicated inside the symbol.



Some questions to consider include:

- Is the process being run the way it should be?
- Are people following the process as charted?
- Are there obvious redundancies that can be reduced or eliminated?
- How different is the current process from an ideal one? Flowchart an ideal process and compare to identify possible improvements.

Meeting Closure Activities

- ☞ Whether ending a routine staff meeting or finalizing the work of a temporary team, closure should always be made crisply and on a positive note. Activities include:
- Expectations review
 - Recognition
 - Team Assessments
 - Hot Wash
 - Meeting Effectiveness Surveys

Expectations

- ☞ If Expectations were expressed as a part of meeting or team start-up activities, it is important to validate whether or not these expectations were met. To review expectations:
- Post the expectations charts in plain view.
 - Ask the **owner** of each expectation whether or not his/her expectation was met (a simple yes or no is sufficient).
 - Post a “+” or “-” (or both, if partially met) along side the expectation.

Note: Expectations may not always be met for various reasons. In some cases, the owner may have changed his/her position during the meeting or may have held an unattainable expectation from the outset. Unmet expectations may be addressed at subsequent meetings or used to create new initiatives.

Team Recognition

- ☞ Recognition for the contributions made by the participants of a meeting or team should always express some form of appreciation. Recognition methods include:
- A simple “Thank You!”
 - “Team Awards” or similar certificates.
 - Pins, coins, plaques, or other tokens.
 - Recognition announcements or brief ceremonies at staff call, formations, or other assemblies.
 - Social events to celebrate team achievements.
 - Submission for formal awards or decorations.

Hot Tip: Publishing team “Success Stories” in local journals, newsletter, or bulletins not only serve as a form of recognition, but can also inspire and motivate others to support or participate in team initiatives.

Team Assessments

- ☞ Written or verbal team assessments are conducted to provide the team with feedback about their performance. A quick and easy verbal team assessment method is the “fishbowl.” However, to be effective some strict guidelines must be adhered to:
- The topic can focus on a particular aspect of team performance or may address team performance in general. For example, “How well did we approach problem solving in a disciplined manner,” or “How did we do today?”
 - Each person shares whatever opinions, thoughts, and feelings relative to the topic they consider important for the other members to hear.
 - Self-praise, self-criticism, feelings of success or failure, anxiety, anger, exhilaration, are all fair game. Interactions are also addressed by expressing how another’s behavior impacted or influenced positively or negatively.
 - Every member takes a turn to speak while everyone else just listens. No discussion or questions until everyone has had their say.

Team Assessment

For: _____

INSTRUCTIONS: Assess each of the statements below by circling the numeric response that best describes how you rate the effectiveness of the meeting.

KEY: 1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1. | There is a high level of trust amongst the members of our team. | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|

2.	As a team, we seek to surface our differences rather than suppress or avoid them.	1	2	3	4	5
3.	There is full participation in team meetings and around the major decisions that affect us.	1	2	3	4	5
4.	Team members share their thoughts and feelings without fear of recrimination.	1	2	3	4	5
5.	As a team, we have a clear sense of mission.	1	2	3	4	5
6.	As a team, we know who our customers are.	1	2	3	4	5
7.	When we encounter differences, we explore them. All ideas and opinions are listened to and valued.	1	2	3	4	5
8.	As a team, we are aware of each person's unique style and learn to work with the differences.	1	2	3	4	5
9.	We use a disciplined approach to analyze situations, generate alternatives, and select courses of action.	1	2	3	4	5
10.	We have had discussions with our customers to understand their needs and expectations of us.	1	2	3	4	5
11.	As a team, we seek Win/Win solutions. If that's not possible, we seek a solution we all can support.	1	2	3	4	5
12.	Team members treat one another with respect.	1	2	3	4	5
13.	We work toward consensus in making decisions.	1	2	3	4	5
14.	When we decide things, we clarify who will do what, by when.	1	2	3	4	5
15.	Members share their thoughts, opinions, feelings, hopes, and concerns with one another.	1	2	3	4	5
16.	We tend to pull together as a team in pursuit of our common mission.	1	2	3	4	5
17.	As a team, we give one another feedback to allow us to understand our impact on others and to grow.	1	2	3	4	5
18.	As a team, we critique how we work together and try to improve our ways of working together.	1	2	3	4	5
19.	Team members seek and provide one another with constructive feedback.	1	2	3	4	5

20.	Everyone's ideas are listened to and treated with respect.	1	2	3	4	5
21.	Team members exhibit good listening skills, valuing one another's ideas, and solving problems together.	1	2	3	4	5
22.	Our team goals will result in improvements that will increase customer satisfaction.	1	2	3	4	5
23.	We have specific, measurable, challenging goals that we are committed to achieve as a team.	1	2	3	4	5
24.	Team communication is direct and from the "heart" rather than strategic or political.	1	2	3	4	5
25.	We know what it will take to satisfy our customers and we are committed to do it.	1	2	3	4	5
26.	Each team member clearly understands their role and the roles of the other members.	1	2	3	4	5
27.	We are proactive in seeking new ways to meet our customer's needs.	1	2	3	4	5
28.	Our basic approach to problems is "What happened and how can we fix it?" instead of "Who's to blame?"	1	2	3	4	5

What I appreciate most about this team is:

What I hope we change or get better at is:

Team Assessment Scoring Worksheet

INSTRUCTIONS: This instrument assesses how well a team displays the "Six C's" of teamwork. To score this instrument, perform the following three steps for each category shown below.

1. Fill in your response for the statement indicated in the blank space provided.
2. Add the responses and divide by the number of responses to compute an average.
3. Color in the corresponding bar in the chart below to reflect the average computed.

Common Ground:

1. Fill in responses to: #1____, #8____, #12____, #15____, #17____.
2. Sum of responses: _____ divided by # responses: _____ equals average _____.

Committed Action:

1. Fill in responses to: #3____, #9____, #13____, #14____, #18____.
2. Sum of responses: _____ divided by # responses: _____ equals average _____.

Communicating Openly:

1. Fill in responses to: #4____, #19____, #20____, #24____, #28____.
2. Sum of responses: _____ divided by # responses: _____ equals average _____.

Collaboration vs. Competition:

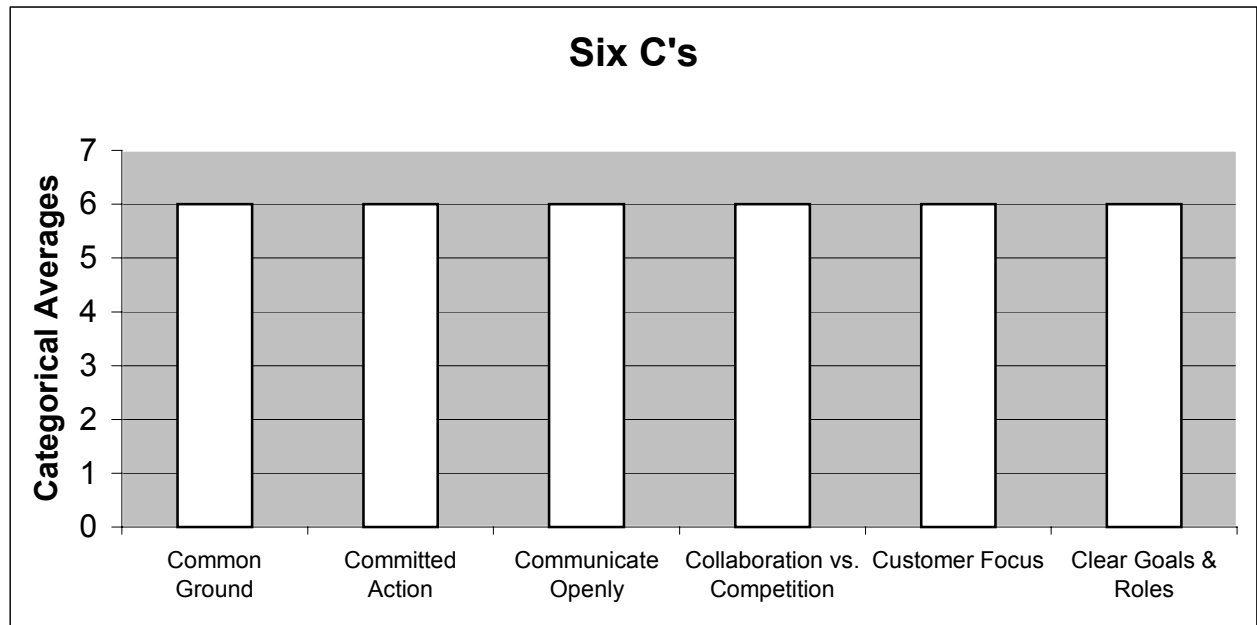
1. Fill in responses to: #2____, #7____, #11____, #16____, #21____.
2. Sum of responses: _____ divided by # responses: _____ equals average _____.

Customer Focus:

1. Fill in responses to: #6____, #10____, #22____, #25____, #27____.
2. Sum of responses: _____ divided by # responses: _____ equals average _____.

Clear Goals and Roles:

1. Fill in responses to: #5____, #23____, #26____.
2. Sum of responses: _____ divided by # responses: _____ equals average _____.



Hot Wash

Advantages:

- Is quick and easy to conduct.
- Allows feedback while the meeting or event is fresh in everyone's mind.
- Allows all participants to hear the feedback.

Disadvantages:

- Inputs reflect one viewpoint, only.
- Feedback may be withheld in an open forum.
- Key interest areas might not be addressed.

To conduct a Hot Wash:

- The rules for Brainstorming are used. No discussion. No questions.
- Ask, “What went well about today’s meeting? What didn’t go so well?”
- Collect and quickly record the “positives” and “deltas” (change). No comments.
- Thank the participants for their inputs.
- Review later and identify what to continue doing and what to improve.

Caution: Never solicit feedback just for the sake of appearances. Remember, if you don’t want to hear the answer, DON’T ASK THE QUESTION.

Meeting Effectiveness Surveys

Advantages:

- Can be completed after the meeting, allowing respondents time to reflect.
- Can use numerical scales to access overall group responses (average, high-low, etc.).
- Can be answered anonymously.

Disadvantages:

- Takes time to collect and tabulate data.
- Some may not be completed or submitted.
- May not address areas of interest to the respondent.

To conduct a Meeting Survey:

- Issue near the end of the meeting, allowing time for completion. Or instruct when and how to return the completed survey to you.
- Review the data and compute average responses for each scaled item. Note: Split responses (lots of high and lows) may indicate a “split” group.
- Respond back after analyzing the data. Thank the respondents and relate any information that is pertinent in your response.

Meeting Effectiveness Survey

For: _____

INSTRUCTIONS: Assess each of the statements below by circling the numeric response that best describes how you rate the effectiveness of the meeting.

KEY: 1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 1. | The purpose of the meeting was clear. | 1 | 2 | 3 | 4 | 5 |
| 2. | The persons most directly involved with the purpose of the meeting were in attendance. | 1 | 2 | 3 | 4 | 5 |
| 3. | The objectives or desired outcomes of the meeting were accomplished. | 1 | 2 | 3 | 4 | 5 |
| 4. | Enough time was allocated for the meeting. | 1 | 2 | 3 | 4 | 5 |
| 5. | The agenda was clearly defined and followed. | 1 | 2 | 3 | 4 | 5 |
| 6. | The participants were well prepared for the meeting. | 1 | 2 | 3 | 4 | 5 |
| 7. | It was clear about what and how decisions were to be made. | 1 | 2 | 3 | 4 | 5 |
| 8. | The participants maintained their focus on the purpose of the meeting. | 1 | 2 | 3 | 4 | 5 |
| 9. | The ideas/issues presented were clarified and readily understood by all present. | 1 | 2 | 3 | 4 | 5 |
| 10. | All participants were given the opportunity to express their opinions and ideas. | 1 | 2 | 3 | 4 | 5 |
| 11. | The atmosphere of the meeting invited open and honest participation. | 1 | 2 | 3 | 4 | 5 |
| 12. | There were no "hidden agendas" evident. | 1 | 2 | 3 | 4 | 5 |
| 13. | The ground rules were adhered to. | 1 | 2 | 3 | 4 | 5 |
| 14. | Decisions and important ideas were clearly recorded. | 1 | 2 | 3 | 4 | 5 |
| 15. | Overall, the meeting was productive and satisfying. | 1 | 2 | 3 | 4 | 5 |

Comments:

Suggested Reading

- ☞ **How To Make Meetings Work**, by Michael Doyle & David Straus, Jove Books, New York, NY, 1976.
- ☞ **The Memory Jogger**, by Michael Brassard & Diane Ritter, Goal/QPC, Methuen, MA, 1994.
- ☞ **The Team Handbook**, by Peter R. Scholtes, Joiner Associates, Inc., Madison, WI, 1988.
- ☞ **Facilitation Skills For Team Leaders**, by Donald Hackett, Ph.D. & Charles L. Martin, Ph.D., Crisp Publications, Menlo Park, CA, 1993.
- ☞ **Rapid Team Deployment**, by Sandy Pokras, Crisp Publications, Menlo Park, CA, 1995.
- ☞ **Team Building**, by Robert B. Maddux, Crisp Publications, Menlo Park, CA, 1986.
- ☞ **Applied Strategic Planning**, by Leonard Goodstein, Timothy Nolan, & J. William Pfeiffer, McGraw-Hill, Inc., New York, NY, 1993.
- ☞ **Team Fitness**, by Meg Hartzler & Jane E. Henry, Ph.D., ASQC Quality Press, Milwaukee, WI, 1994.
- ☞ **Energizers For Training and Conferences**, by John E. Jones, Ph.D., & William L. Bearley, Ed.D., Organization Design and Development, Inc., King of Prussia, PA, 1989.

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